

Institute for Christian College Teaching
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TEACHER MOTIVATION: AN ESSENTIAL REQUIREMENT
IN THE INTEGRATION OF FAITH AND
LEARNING IN SEVENTH-DAY
ADVENTIST COLLEGES

by

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INTRODUCTION

Human resources are the most important and usually the most expensive asset that any organization can possess. In Christian educational institutions it is largely the work of the teacher that determines the degree of success or failure in the institution's efforts to achieve its goal of integrating faith and learning.

It is the teacher who gives the institution its credibility and determines its character (Wicke, 1964). "From the teacher the alluring contours of a Christian mind begin to emerge" (Holmes, 1975, p. 50). The teacher is the vehicle through which the subject matter is presented to the students, and it is the teacher who has the responsibility of integrating faith into the development and the presentation of the course content.

Most college students are, whether aware of it or not, endeavoring to develop their own world view, and the teacher is very often the major role model in this process. A motivated and committed Christian teacher has the opportunity to significantly influence the student in building a world view that rests on a faith commitment. For "out of our faith proceeds a world view, without which human life simply cannot go on" (Walsh and Middleton, 1984, p. 35). It is the motivated teacher who has the greatest influence in guiding the students in shaping their own Christian world view - a Christian vision of life, and a Christian view for life.

This paper discusses the major factors that satisfy or dissatisfy teachers in Seventh-day Adventist colleges in the United States. If Seventh-day Adventist colleges are to succeed in their mission then it will be largely through motivated Christian teachers who are committed to the challenge of integrating faith and learning.

WHAT IS MOTIVATION?

Motivation Defined

Definitions of motivation vary greatly because of the complexity of the concept, and because many authors tend to define motivation in terms of specific theories. However, there appears to be general agreement that motivation activates human energy; that it is a force that leads people to attempt to satisfy their needs; that all human behavior is motivated to some degree; and that the critical factor is the direction of the motivation.

Gellerman (1963) emphasizes that internal tensions are at the base of motivation.

Motivation, as we commonly use the term, is our speculation about someone else's purpose, and we usually expect to find that purpose in some immediate and obvious goal such as money or security or prestige. Yet the particular goals that people seem to be striving for often turn out, on analysis, to be the instruments for attaining another fundamental goal. Thus wealth, safety, status, and all the other kinds of goals that supposedly "cause" behavior are only paraphernalia for attaining the ultimate purpose of any individual, which is to be himself. (p. 190)

Motives cannot be seen but only inferred from behavior. Because of the very subjectivity of the term, motivation has always been a puzzling area for administrators.

But in spite of confusion brought about by numerous attempts made to define motivation, two basic elements are evident in the concept. Firstly, motivation implies movement, in fact the term motivation is derived from the Latin movere, meaning to move. Second, motivation can be directed.

Human motivation then, is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organizational objectives.

Intrinsic versus Extrinsic Motivation

Tosi and Carroll (1982) pinpoint the role of the manager or administrator with regard to the motivation of employees.

The term motivation has two general meanings in the dictionary of management. One use of the term motivation is an activity of managers. The second use of the term motivation refers to a person's psychological internal drive state, which causes the person to behave in a

certain way, particularly in the job setting. (p. 388)

Motivation is usually considered to be intrinsic when individuals perceive themselves to have control over environmental factors and over their own behavior. Motivation is extrinsic if these conditions are absent. In terms of Herzberg's two-factor theory, intrinsic motivating factors, those that determine the degree of job satisfaction, relate to job content whereas extrinsic hygiene factors, those that determine the degree of job dissatisfaction, relate to job context (Herzberg, 1971).

Behavior is motivated by both intrinsic and extrinsic factors. The role then of the college administrator is to pay attention to extrinsic factors in order to create an environment in which a teacher's intrinsic motivation may be released, and then to guide and sustain that motivation.

Carlisle (1982) clearly states that motivation is largely the responsibility of the managers/administrators.

Motivation includes the internal state plus all the other internal and external factors that determine the amount of energy and enthusiasm an individual puts into a job Motivation in this sense is viewed as a management activity (p. 368)

In fact, if administrators fail to deliberately attend to the motivation of their subordinates, then they are already engaged in the task of demotivation. (Meyer, 1978) Spiegel (1977) lists some more definitive factors relating to demotivation.

. . . the strife-ridden atmosphere and unreasonable demands created by management in its efforts to improve productivity. Discouraging team spirit, tolerating poor communication, down-playing initiative, neglecting rewards, setting low organizational goals, effecting heavy-handed policies, and failing to institute worthwhile training programs (p. 14)

Motivation of College Teachers

Zimmerman (1968) describes the college professor as an individual with a motivational structure that has: (a) high educational expectancy, (b) low economic motivation and financial expectancy, (c) a felt need of high ethical standards, (d) a need to communicate facts and ideas to others on an interpersonal level.

However, confusion still exists as to what really motivates the college teacher to teach. As Bess (1981) states, ". . . we still are quite unsure about what does make the occupation of teaching and doing research in higher education as satisfying as it must be" (p. 39).

Phenix (1975) describes the personal, subjective, and intrinsic force that motivates the college teacher.

As I reflect on my experience as a teacher, what stands out for me personally is not what I or others regard as my success or failures but the gratitude I feel for the unparalleled privilege of participating in one of the most exhilarating activities of mankind--the social celebration of the meaning of human existence in all its majesty and mystery. (p. 16)

Eble (1978) suggests that it is essential that a personal joy and pleasure be derived from the act of teaching, and the inter-personal communication of knowledge: "For academic men and women, that kind of self-realization does not come from merely meeting classes and producing articles, but from deriving from their work a deep pleasure for which the word joy is not only appropriate but clinically accurate" (p. 87).

Naturally the more motivated a teacher is, whether or not this motivation is described as joy or exhilaration, it can be assumed that such a teacher would be more successful in integrating faith and learning as he or she accepts the responsibility that comes with the calling of a committed teacher in a Christian college. As Bess (1977) remarks, ". . . better teaching will follow from motivated faculty--faculty whose most important needs are being met continually" (p. 256).

MOTIVATION OF TEACHERS IN SEVENTH-DAY ADVENTIST COLLEGES

The Study

The major purpose of a study conducted by Stembridge (1983) was to determine what positive and negative factors affect teachers at Seventh-day Adventist colleges.

Questionnaires went to 332 teachers in the five colleges that indicated their willingness to participate. A total of 264 teachers responded, a response rate of 80 percent. The main focus of the questionnaire was the critical incident section where respondents were asked to describe recent

incidents that made them feel good or badly about teaching at a Seventh-day Adventist college. Eight hundred and forty incidents of satisfaction and dissatisfaction were reported. These incidents were coded and categorized into twenty categories (see table 1). Eighteen of the twenty categories were identical to the eighteen used by Morgan (1974) in his study of teacher motivation in a public university. The two additional categories were commitment to service and extra-curricular activities. For the purposes of comparison with Morgan's study these two categories were included with achievement and working conditions, respectively. The study conducted by Morgan (1974) and the study conducted by Stembridge (1983) were both based on Herzberg's (1971) methodology and the distinction that he makes between extrinsic or hygiene factors that relate to degrees of dissatisfaction, and intrinsic or motivating factors that relate to degrees of satisfaction.

Summary of Some of the Findings

Critical incidents reported revealed that respondents experienced 467 good feelings as opposed to 373 bad feelings as teachers at Adventist colleges. The largest average number of satisfying incidents (2.62) was reported by those who taught in the religion, theology, and biblical languages area; the largest average number of dissatisfying incidents (1.92) were reported by those who taught in the areas of business administration, office administration, and secretarial science.

Achievement ranked first as a satisfier and accounted for 26 percent of the total favorable incidents that were reported. Recognition was the next most frequently mentioned satisfier. These two factors together accounted for 50 percent of all reported favorable incidents. Interpersonal relations--students and commitment to service, accounted for an additional 24 percent of all favorable incidents. Not one of the sixteen remaining factors accounted for more than 5 percent of the remaining 26 percent of the reported favorable incidents (see table 2).

Most of the incidents categorized as achievement related to the satisfaction teachers received because of the success of their students. Some typical incidents in this category were:

A student produces a prize-winning essay for a denominational paper.

The pleasure of walking through an S.D.A. hospital and in one day be able to count a dozen or more staff and leaders who have been your students.

Similarly, most of the incidents categorized as recognition related to the satisfaction teachers received when praised by their students.

After a student survey of myself, the dean wrote a letter telling me he was pleased with my rating by the students.

Recently when a student with whom I had worked extra time to achieve certain skills in the clinical setting, came to me and expressed appreciation for her growth and asked me to present her cap at the nursing ceremony.

System/college policy and administration ranked first as a dissatisfier and accounted for 27 percent of the total unfavorable incidents that were reported. Interpersonal relations--peers and staff was the next most frequently mentioned dissatisfier. Together these two factors accounted for 47 percent of all reported unfavorable incidents. Working conditions and interpersonal relations--students accounted for an additional 15 percent of all unfavorable incidents. Not one of the remaining sixteen factors accounted for more than 5 percent of the remaining 38 percent of the unfavorable incidents reported (see table 3).

Most of the incidents categorized as system/college policy and administration had to do with poor personal relationships between the college administration and the teacher. Some typical reported incidents in this category were:

I feel badly when college administration has its "head in the clouds" and does not recognize the value of a person.

Several months ago I was led to believe a certain thing by an administrator and recently I was told something totally contrary. I was very disappointed by this and my opinion of this administrator has been lowered because of this. Although I enjoy my work with college students and find it very fulfilling, I find the tension between the administration and the faculty frustrating at times. I feel that there should be better rapport between the administration and the faculty.

Similarly, the incidents categorized as Interpersonal relations--peers and staff centered mainly on poor personal relationships. Typical reported incidents were:

A confrontation with a colleague wherein she was unbending, unreasonable and policy minded.

The controversy in the church and in the religion department at _____. The people that have been hurt, the rumors, the back-stabbing--no-one was immune. It has been a very painful experience and has had a negative effect on relationships between teachers.

Do the factors that satisfy or dissatisfy teachers at Seventh-day Adventist colleges differ from those of a public university? Achievement, which for comparison purposes includes commitment to service, and the factor recognition, ranked first and second as satisfiers for both Adventist colleges and for the public university. These two factors accounted for 61 percent of the satisfiers reported by teachers in Adventist colleges and 59 percent of the satisfiers reported by teachers in the public university.

System/college/university policy and administration and interpersonal relations--peers and staff ranked first and second as dissatisfiers for both Adventist colleges and for the public university. These two factors accounted for 47 percent of the dissatisfiers reported by teachers in Adventist colleges and 65 percent of the dissatisfiers reported by teachers in the public university.

The significant and positive correlation of the teacher motivation studies conducted at Seventh-day Adventist colleges and at a public university are illustrated in table 4 for motivators or satisfiers and table 5 for hygiene factors or dissatisfiers.

What is also apparent from the results of the two studies is that teachers in Adventist colleges derive more satisfaction from intellectual, social, and spiritual relationships with students than do teachers in the public university. On the other hand, teachers in the public university derive more satisfaction from their working conditions and status.

Teachers in both Adventist colleges and in the public university are more dissatisfied with the system/college policy and administration than with any other factor, but teachers in the public university are considerably more dissatisfied with this aspect of their work than are teachers in Adventist colleges.

RECOMMENDATIONS

The strong correlation between the findings of the two studies is interesting, but should not lead to complacency on the part of the Adventist colleges. In its striving for excellence, the Adventist college, although committed to high academic standards, should be even more concerned

about the integration of faith and learning. This integration of faith and learning is, I believe, best accomplished through the development of unselfish, caring relationships between teacher and student, between teacher and teacher, and between the teacher and the administration. As Farnsworth (1985) states,

Let them boast not in their wisdom (their students all scored very high on the entrance exams), in their might (their faculty have published countless books and articles in professional journals), or in their riches (their program is fully endowed). Rather, let them boast in administrative decision making and personnel policies based on loving-kindness, a curriculum that is permeated with a concern for justice, and an educational community where caring relationships among faculty, students, administration and staff foster righteousness in each other. (p.102)

The need in Adventist colleges for an environment that fosters caring relationships is not a new concern. Walter (1966), in a study completed more than twenty years ago, concluded that:

. . . many problems which have caused perplexity to the colleges throughout their history can be shown to be the direct result of friction between individuals. Good leadership . . . will treat all members of the faculty and staff in such a way that each will feel that his individuality is respected, his ability recognized, and his accomplishments appreciated. (p. 217 & 218)

Walter thus suggests that the solution to the problem lies in the hands of good leadership. The major internal objective of Adventist college leadership should be directed toward translating the specialized talents and aspirations of its faculty into a meaningful and effective work force, in the production of quality education through the integration of faith and learning. But as Hesburgh (1979) observes, ". . . there are no easy answers here . . ." because of what he describes as ". . . the very special nature of that body called faculty . . ." (p. 12). Corson (1960) lists six complicating factors in the administration of colleges:

1. The college or university's goals are not clearly defined.
2. The product produced is not tangible.
3. The customers, students, or prospective employees exercise only a limited influence upon the judgment of those who make the decisions.
4. The faculty are committed to a discipline or a profession rather than to the employing institution.
5. As professionals, the faculty expects the right of self-direction in its work.

6. The right to participate in decision-making is often diffused among many individuals with varied priorities.

The challenge facing administrators is indeed great. But the faculty's relationship with the administration of the college is of central importance to the institution in its attempt to integrate faith and learning successfully.

Perhaps the best way in which this relationship can improve is by means of faculty participation in administrative matters. As Keeton (1977) states, "Involvement in governing can ensure and energize both cooperation and the devotion of faculty expertise to improvement" (p. 196). Woodburne (1958) asserts that the "zone of acceptance" of orders by the faculty is much smaller than for other types of employees because, in the area of specialized subjects, it is the faculty, not the administration, who are the experts.

Achievement and recognition were the two factors that accounted for fifty percent of all satisfying incidents in the study of teacher motivation in Seventh-day Adventist colleges (Stembridge, 1983). Most of the incidents relating to achievement or recognition focused on relationships between faculty and students. This should not be too surprising for as Gabaelin (1968) says,

Christian education is a glorious work. It means dealing with the most important and precious material in the world--growing human souls. Few professions bear so plainly the marks of self-sacrifice. The teacher's greatest reward comes not in his own advancement but in seeing his pupils achieve under God far more than he alone could ever hope to achieve. (p. 108)

Possibly a more participative style of administration, not to be confused with committee meetings, but characterized by genuine consultation with subordinates and asking for their suggestions before making a decision, would result in many more incidents of satisfaction relating to achievement and recognition to complement the already numerous incidents of achievement and recognition resulting from teacher/student relationships. A participative style of administration might also provide more opportunity for the development of teamwork and productive relationships between teacher and teacher. A participative style of administration might considerably reduce the level of dissatisfaction that teachers experience as their "zone of acceptance," together with the responsibility that is attached to their contribution and participation, is increased. Blamires (1985) confirms that "as the grip of the administration tightens . . .," the authority and influence of the

teacher is reduced, (p. 166) whereas "inspiring leadership can mould the sympathetic purposes of individual persons into a common pattern of activity, potent and harmonious" (p. 167).

Administrators at all levels in Adventist colleges should be encouraged to develop management expertise that includes these skills: how to make informed decisions, how to handle and live with responsibility, but above all, how to relate to people effectively. The result could be what Holmes (1975) describes as the cultivation of an ". . . atmosphere of Christian learning" (p.49), where "the teacher is the catalyst and guide in the integration of faith and learning" (p.46).

In the academic world the term administration is used more often than the term management. Herein lies the major weakness in the management of academic institutions. The administration generally concerns itself with day-to-day operations, committees, and centralized control, to the extent that innovative decision-making and particularly concern for people as individuals who have something worthwhile to contribute, is smothered by the demands of routine administrative tasks. Richman and Farmer (1977) make a clear distinction between administration and management.

Administration implies more routine decision-making and operations, and the implementation of goals, priorities, and strategies, usually determined by others It is also more concerned with internal monitoring and control To us, at least, administration implies bureaucracy. (p. 14)

Richman and Farmer (1977) contrast their description of an administrator with that of management, thereby suggesting a solution to the problems facing academic institutions.

Management involves strategy, innovation, initiating and bringing about change, creative problem-solving and decision-making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship, and a high degree of risk-taking and entrepreneurship. (p. 15)

The demands made upon effective college managers can best be accomplished through a more participative style that recognizes that ". . . the manager's task is to direct individuals so they can satisfy their needs as much as possible while they strive to accomplish the objectives of the organization . . ." (Gannon, 1982, p.323).

CONCLUSION

As is the case with most institutions, colleges also face the problem of developing a systematic, interrelated organization that will coordinate the talents of all its members in order to achieve the goals of the institution while, at the same time, challenging and motivating individuals to give of their best.

In a college or university, academic personnel are engaged in separate, specialized activities, and faculty are grouped into separate disciplines; as a result it is much more difficult to reach a consensus. Yet the faculty are the lifeblood of the college or university and thus the major internal objective of the institution should be directed toward translating the specialized talents and aspirations of its faculty into an effective and meaningful work force. In order to achieve the central objective of integrating faith and learning, it is essential to decentralize administrative functions, and actively encourage faculty participation in decision-making and in the overall management of the institution.

The more motivated the faculty, the more successful the institution will be in integrating faith and learning at all levels of college life. Research suggests that achievement and recognition are the two most important satisfiers in the motivation of teachers in Adventist colleges and that system/college administration and interpersonal relations with peers are the two most important dissatisfiers. A more participative style of college management will allow for a greater degree of satisfaction in the areas of achievement and recognition and a much reduced degree of dissatisfaction with administration and with relationships between peers. Increased satisfaction and reduced dissatisfaction will result in improved teacher motivation and the greater likelihood of success in the integration of faith and learning.

TABLE 1

A BRIEF DESCRIPTION OF EACH
OF THE TWENTY CATEGORIES

A list of eighteen categories, which does not suggest any order of importance, were defined by Morgan (1974) as follows:

Recognition - - An act of recognition to the respondent. The recognition could come from many different sources: an administrator, a student, a fellow teacher, a parent, or the general public in the form of notice, praise or blame.

Achievement - - An act of success or failure in the performance of the job.

Possibility of growth - - Change in the job situation involving evidence for growth increase or decrease. This implies a change of status that officially includes a likelihood that the respondent will be able to rise in his profession, or the converse.

Advancement - - An actual change in the status or position of the person in the university system.

Salary - - All sequences of events in which compensation plays a role are included in this category.

Interpersonal relations - - Situations involving the characteristics of the interaction between the respondent and some other individual. Four major categories were established:

Interpersonal relations - - Department Chairman

Interpersonal relations - - Deans, Associate Deans, and Assistant Deans

Interpersonal relations - - Students

Interpersonal relations - - Peers (fellow teachers, staff, general public or outside agency)

Supervision-technical - - Situations involving competence or incompetence, fairness or unfairness of the supervision received. Statements were coded with respect to the department chairman's willingness or unwillingness to delegate responsibility, his consistently critical attitude, or the help and encouragement he provided.

Responsibility - - Situations involving responsibility and authority for one's own work or the work of others, or assigning of new responsibility to the respondent.

System/University policy and administration - - Adequacy or inadequacy of system/university organization and management. Harmful or beneficial effects of the system or university practices were included.

Working conditions - - Physical conditions of work, work load, or facilities available for doing work.

Work itself - - The act of performing the job or the tasks of the job. Considered were jobs described as routine or varied, creative or stultifying, overly easy or overly difficult.

Factors in personal life - - Situations involving some aspect of the job which affected one's personal life in such a way that the effect was a factor in the respondent's feeling about his job.

Status - - Situations where respondent actually mentioned some sign or appurtenance of status as being a factor in his feelings about his job.

Job security - - Objective signs of presence or absence of job security, including tenure.

Discipline - - Situations involving the discipline of the university. This category was utilized both for positive or negative discipline of students and faculty. (pp. 37-39)

The two additional categories are defined as follows:

Commitment to service - - Situations involving positive or negative aspects that the respondent encountered in his or her attempt to serve God, the church, or the college as an instrument of the church.

Extra-curricular activities - - Activities related to the college but outside of the classroom or laboratory in which the respondents are or would like to be involved.

T A B L E 2

A COMPARISON OF RANK ORDER, FREQUENCY
AND PERCENTAGES OF SATISFIERS
(Based on Critical Incidents
and Twenty Major Categories)

Rank Order	Satisfiers Category (N = 467)	Frequency	Per- centage
1	Achievement	122	26
2	Recognition	113	24
3	Interpersonal relations--students	65	14
4	Commitment to service	48	10
5	Interpersonal relations--peers and staff	25	5
6	System-College policy and administration	18	4
7	Possibility for growth	13	3
8	Work itself	12	3
10	Working conditions	8	2
10	Interpersonal relations--department chairman	8	2
10	Factors in personal life	8	2
12	Interpersonal relations--deans, associate deans, assistant deans	6	1
13.5	Advancement	5	1
13.5	Extra-curricular activities	5	1
15	Responsibility	4	1
17	Status	2	0
17	Job security	2	0
17	Salary	2	0
19	Discipline	1	0
20	Supervision--technical	0	0

T A B L E 3

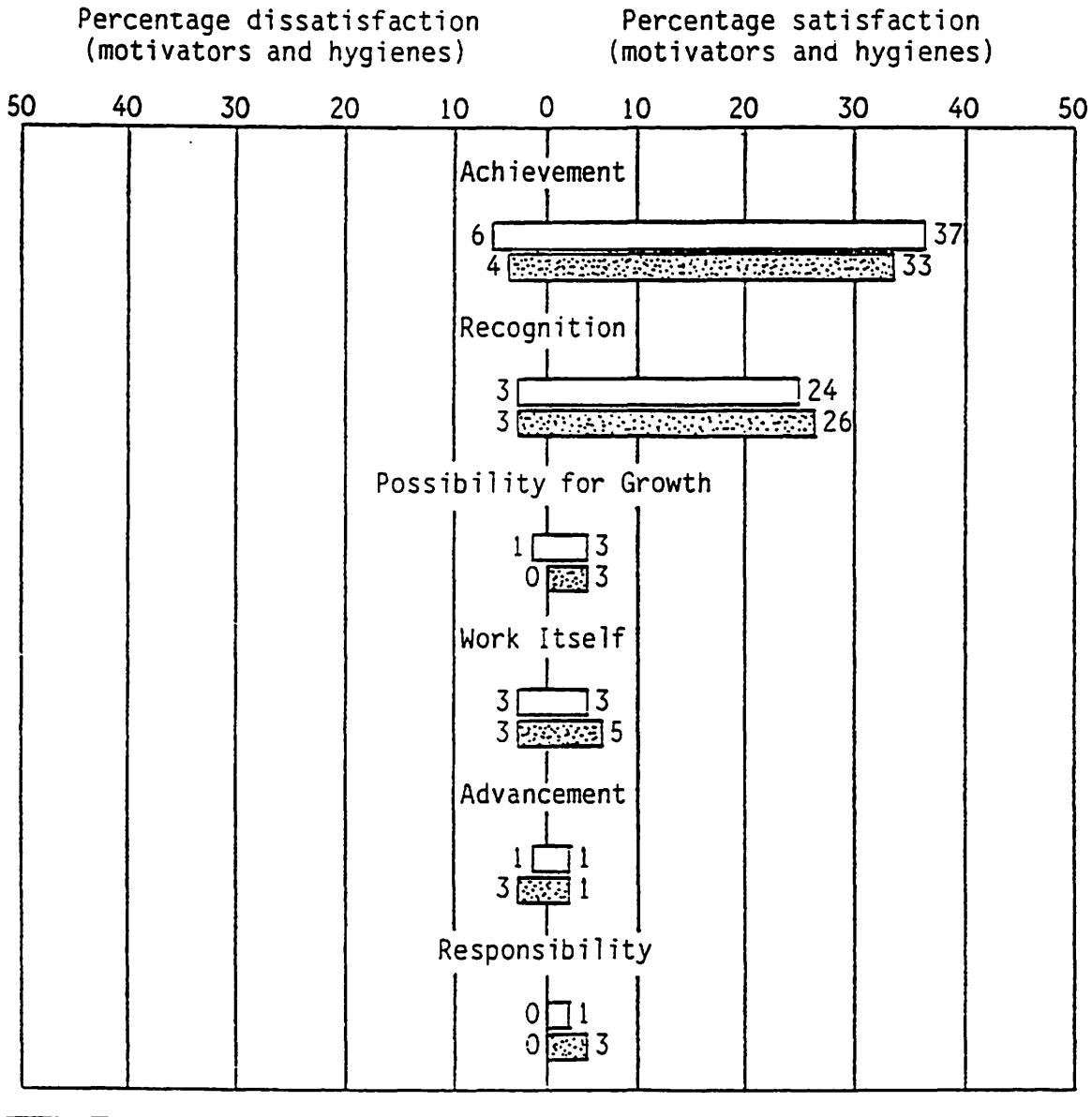
A COMPARISON OF RANK ORDER, FREQUENCY
AND PERCENTAGES OF DISSATISFIERS
(Based on Critical Incidents
and Twenty Major Categories)

Rank Order	Dissatisfiers Category (N = 373)	Frequency	Per-centage
1	System/College policy and administration	102	27
2	Interpersonal relations--peers and staff	76	20
3	Working conditions	32	9
4	Interpersonal relations--students	23	6
5.5	Job security	19	5
5.5	Factors in personal life	19	5
7	Discipline	16	4
8	Achievement	14	4
9	Recognition	13	3
10.5	Interpersonal relations--department chairman	12	3
10.5	Work itself	12	3
12	Salary	11	3
13	Commitment to service	10	3
14.5	Advancement	4	1
14.5	Extra-curricular activities	4	1
17	Interpersonal relations--deans, associate deans, assistant deans	2	1
17	Status	2	1
17	Possibility for growth	2	1
19.5	Responsibility	0	0
19.5	Supervision--technical	0	0

T A B L E 4

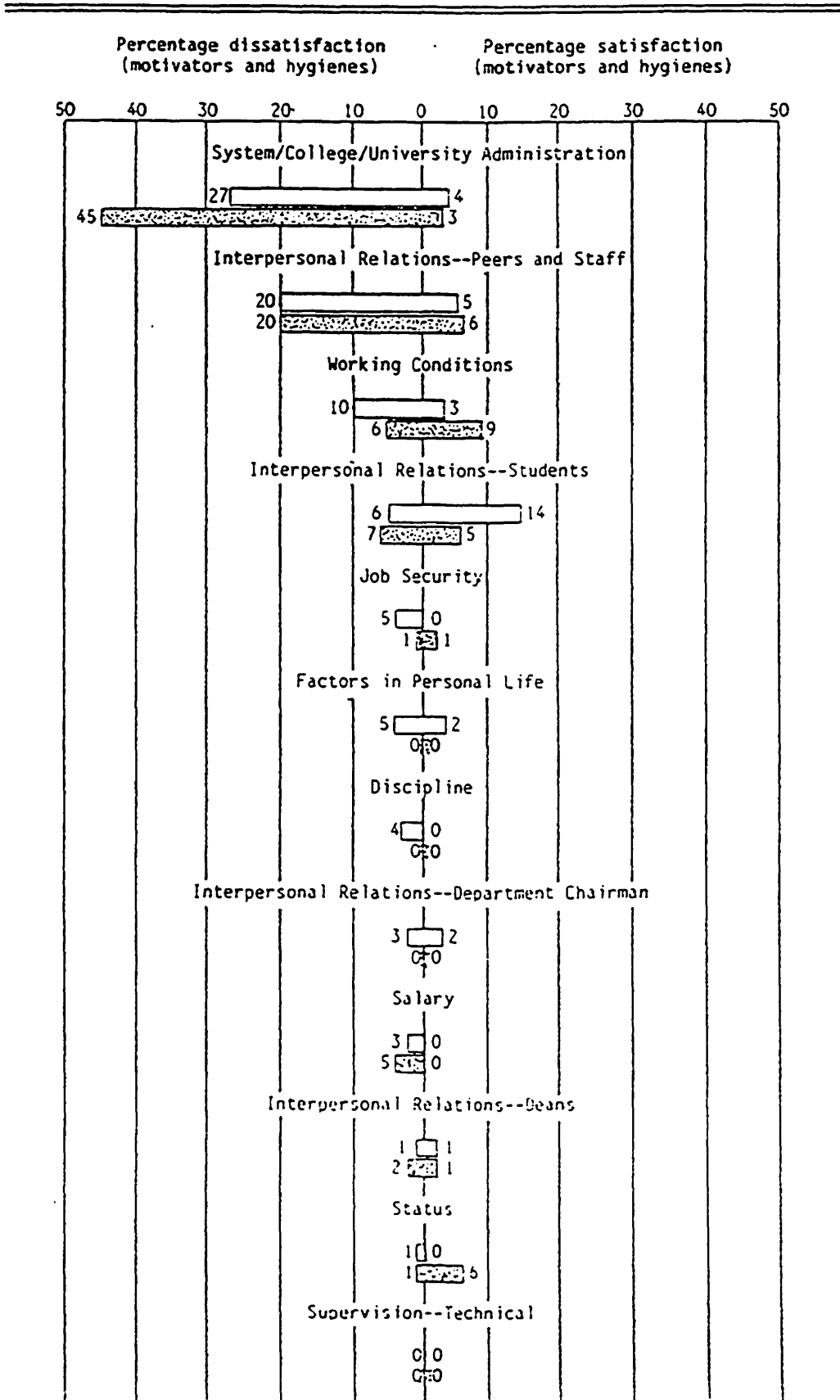
PERCENTAGE MOTIVATORS FOR ADVENTIST COLLEGES
 COMPARED WITH A PUBLIC UNIVERSITY

Adventist colleges
 Public university



T A B L E 5
PERCENTAGE HYGIENE FACTORS FOR ADVENTIST COLLEGES
COMPARED WITH A PUBLIC UNIVERSITY

Adventist colleges
 Public university



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